



The Boston Witham Academies Federation

Boston Pioneers Academy POLICY ON SAFEGUARDING CHILDREN AND YOUNG PEOPLE

The Trusts' Designated Safeguarding Lead (DSL) is Liz Gosling.

The Academy's Designated Safeguarding Lead (DSL) is Jo Bland and the Deputy DSL is Phillip Simms.

This policy must be read in conjunction with the Lincolnshire Safeguarding Children's Board Code of Practice – THE RED MANUAL. This document is now on the LSCB website, accessed via www.lincolnshire.gov.uk/lscb.

It is essential that all staff read the following documents:

**Keeping Children Safe in Education (September 2016)
Staff Code of Conduct
Child Protection Policy**

Other policies that should be read in conjunction with the above are:

**ICT Acceptable Use Policy
Anti-bullying Policy
Drugs Policy
Public Sector Equality Duty Policy
Accessibility Plan
Policy to manage the safe use of students photographs
Physical Intervention Policy**

Background information

All those working in children's services share an objective to safeguarding children and young people. All schools and colleges have a pastoral responsibility towards their pupils. They can play a part in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum. All schools and colleges should create and maintain a safe environment for children and young people, and should be able to manage situations

where there are child welfare concerns. Children can be helped to understand what is and is not acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum can also play a preventive role in preparing children and young people for their future responsibilities as adults, parents and citizens.

Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect at an early stage. They should refer those concerns to the appropriate organisation, normally LA children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs. When a child has special educational needs, or is disabled, schools will have important information about the child's level of understanding and the most effective means of communicating with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour. (Working Together to Safeguard Children – 2006)

Section 175 of the Education Act (2002) states:

- (1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- (2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Keeping Children Safe in Education (September 2016) is current statutory guidance concerning Safeguarding and it is a requirement that all staff have read Part 1 of this Act, which includes volunteers and Governors.

If there are welfare concerns for children or young people with additional needs that involve more than one agency, the customer service centre (CSC) could be contacted to see if the issue is a safeguarding issue. The CSC team will advise on appropriate next steps if it is a safeguarding issue. If safeguarding is not an issue, then TAC (Team Around the Child) is an early intervention tool that is available. An Early Help assessment would take place with the consent of parent and child that could then be used to suggest which agencies need to be involved in the TAC process. No child or young person should be subject to TAC and child protection or child in need processes at the same time. One must cease when the other takes over.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

No-one who is involved in any way with the care of children can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below. Accordingly, all staff should familiarise themselves with the procedure outlined in

this document as well as with the Code of Practice, which provides definitions of the types of child abuse and gives social and medical indicators of abuse/neglect.

The **DSL** acts as the focal point for all matters concerning child protection. One of the primary tasks is to act as the contact between school, the family and other agencies.

Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **DSL** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

THE FOLLOWING PROCEDURES MUST BE ADHERED TO

The academy will:

- ensure that it has a **DSL** who has undertaken the LSCB's 2-Day Safeguarding Children and Young People Course and attends a refresher course every 2 years thereafter.
- ensure that every member of staff and every governor knows:
 - the name of the **DSL** and his/her role.
 - that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Code of Practice.
 - where the LSCB Code of Practice is located and other supporting documents.
- ensure that members of staff and volunteers receive training on signs and symptoms of abuse every 3 years and know how to respond appropriately to a pupil who may disclose abuse.
- ensure that parents have an understanding of the responsibility placed on schools and staff for child protection and have access to the safeguarding children and young people policy.
- ensure that safe recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (Safeguarding Children and Safer Recruitment in Education 2006)
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are addressed sensitively and effectively.

The Governing Body will:

- ensure that the academy reviews its safeguarding children and young people policy annually.
- ensure that any deficiencies or weaknesses in regard to safeguarding children and young people arrangements are brought to the attention of the governing body and are remedied without delay.

- ensure that a member of the governing body is nominated to be responsible for liaising with the Local Authority Designated Officer and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Chief Executive Officer.

Governor with responsibility for Safeguarding – David Radford

Child needing immediate medical treatment:

If a child comes to the academy in need of immediate medical treatment they should initially be taken to the academy's designated first-aider, where appropriate action will be taken. This may involve:

- A call or delivery to the local health centre.
- Delivery to hospital.
- Call to emergency services.

If in the judgement of the **DSL**, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The **DSL** must refer the case to Social Care (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.
- The **DSL** should make a referral to Social Care via the Children's Services Customer Centre on 01522 782111.
- It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. Full details of any such conversation should be recorded using the Early Help Assessment form or the Academy's own referral forms. However, there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. In either event, Social Care will advise the professional of their decision on this point.

- Other factors relevant to the decision to refer without prior discussion with the family include:
 - Issues of staff safety.
 - The risk of destroying evidence.
 - The likelihood of children or other family members being intimidated.
 - The possibility of an increased risk of domestic violence.
 - The possibility of the family moving to avoid professional scrutiny.
- Teachers must not themselves take any further action although if a parent, guardian or other individual volunteers information this should be recorded.
- On referral to Social Care the **DSL** needs to be clear about:
 - The nature of the concerns.
 - How and why they have arisen.
 - What appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors.
 - If known, what other agencies and professionals are involved with the child and family.
 - His/her expectations of Social Care.
 - The action to be taken by Social Care upon receipt of the referral.
 - The action to be taken, and by whom, if any agreed plan is not carried out.

All verbal communications should be confirmed by using the Safeguarding Referral Form to be sent by the Academy's bwaf.net email account to the area FAST team as advised by CSC at time of referral.

Additional requirements:

- The **DSL** should keep handwritten records, timed, dated and signed, of any signs of abuse, neglect or any other injury and of any action taken. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the police and/or Social care if appropriate. Any explanation or comments made by the child or their carer, need to be recorded in their exact words if possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the **DSL**.

It is not the responsibility of academy staff to investigate suspicions of child abuse but to pass on all relevant information to Social Care via the Customer Service Centre (CSC). Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

- Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the **DSL** should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The designated teacher can also check whether the child is subject to a Child Protection Plan by contacting the Child Protection and Reviewing Unit on 01522 554061. This action does not constitute a referral.
- Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. It is expected that the **DSL** will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format provided by the LA (contact the Child Protection Team for details). **It is essential that schools are represented at conference, and any subsequent Core Group Meetings and that they actively participate in any Child Protection Plan for children on their school roll.**
- If, following an Initial Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, then Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the **DSL** still has serious concerns that a child may not otherwise be adequately safeguarded, he/she can request that Social Care convene a Child Protection Conference. Any such request needs to seek the support of the Education's Safeguarding Children Officer (see below).

Section C of the Code of Practice describes more fully Child Protection Conferences, Core Groups and Reviews.

- All schools should have in place a contingency plan should the **DSL** be unavailable. In any event reporting suspicion of child abuse should not be delayed.
- Where any member of staff becomes aware of an allegation of child abuse made against a colleague Child Protection Procedures **must** be followed. The Chief Executive Officer must be notified or, where the allegation is against the Chief Executive Officer, the Chair of Governors must be informed. **All allegations of alleged or suspected abuse must be reported to Paul Fisher or Rachel Powis, Local Authority Designated Officers (LADO)**

This applies even where the nature of the alleged assault would normally meet the threshold applied to children and their own families. For example, a report of a child being smacked by a parent, with no injury caused, would unlikely to require any response from Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- **The vulnerability of children away from home**

- **The higher standards of conduct demanded by law and regulation of those caring for other people's children**
- **The position of trust enjoyed by such people**

Full details of how to respond to an allegation made against a member of staff can be found in the Local Safeguarding Children Board (LSCB) Code of Practice and in 'Safeguarding Children and Safer Recruitment in Education 2006' published DFCSF, formally DfES. **It is not the responsibility of the academy to investigate allegations made against staff. All allegations against members of staff or volunteers in the academy should be reported to the Local Authority Designated Officer (LADO) (see below).**

- Advice on any aspect of Child Protection can be sought from the Child Protection Team:
- Ruth Fox Safeguarding Children Officer for Schools 01522 554689
- Advice regarding allegations against staff and volunteers in school can be sought from:

Rachel Powis Local Authority Designated Officer 01522 554668
Paul Fisher Local Authority Designated Officer 01522 554674

Reviewed July 2014
Updated June 2015
Updated June 2016
Updated June 2017